

CHILDREN'S AND COMMUNITY SERVICES PORTFOLIO DECISION SCHEDULE



6th November 2012

at 10.00 am

in Committee Room C, Civic Centre, Hartlepool

Councillor Cath Hill, Cabinet Member responsible for Children's and Community Services will consider the following items.

1. KEY DECISIONS

No items

2. OTHER ITEMS REQUIRING DECISION

- 2.1 Appointment of Local Authority representatives to serve on school governing bodies – *Director of Child and Adult Services*
- 2.2 Fostering Quarterly Report 1st July to 30th September 2012 – *Director of Child and Adult Services*
- 2.3 Provision for pupils with moderate learning difficulties (MLD) at Key Stage 2 (approval to consult) – *Director of Child and Adult Services*

3. ITEMS FOR INFORMATION

- 3.1 Special Educational Needs (SEN) Pathfinder programme – *Director of Child and Adult Services*

4. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS

No items

**5. LOCAL GOVERNMENT (ACCESS TO INFORMATION) (VARIATION)
ORDER 2006**

EXEMPT ITEMS

Under Section 100(A)(4) of the Local Government Act 1972, the press and public be excluded from the meeting for the following items of business on the grounds that it involves the likely disclosure of exempt information as defined in the paragraphs referred to below of Part 1 of Schedule 12A of the Local

Government Act 1972, as amended by the Local Government (Access to Information) (Variation) Order 2006

6. **EXEMPT KEY DECISIONS**

No items

7. **OTHER EXEMPT ITEMS REQUIRING DECISION**

- 7.1 Proposal to provide funding for HBC foster carers to extend their house
(paras 1,2 and 3) – *Director of Child and Adult Services*



CHILDREN'S AND COMMUNITY SERVICES REPORT

6th November 2012



Report of: Director of Child and Adult Services

Subject: APPOINTMENT OF LOCAL AUTHORITY
REPRESENTATIVES TO SERVE ON SCHOOL
GOVERNING BODIES

SUMMARY

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key Decision.

2 PURPOSE OF REPORT

To request the Portfolio Holder for Children's and Community Services consideration and approval of the recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative governors to serve on school governing bodies where interest has been expressed in the vacancies.

3. BACKGROUND

Applications are invited from members of the general public, elected members and those governors whose term of office is about to expire or have expired who are interested in serving or wish to continue serving as a Local Authority representative governor on school governing bodies

The following criteria were agreed by the Borough Council for the recruitment of Local Education Authority representative governors in 2000. Local Authority governors should be able to show:

- demonstrable interest in and commitment to education;
- a desire to support the school concerned;
- a commitment to attend regular meetings of the governing body (and committees as appropriate) and school functions generally;
- good communication/interpersonal skills;
- ability to work as part of a team;
- a clearly expressed willingness to participate in the governor training programme.

A schedule setting out details of vacancies together with applications received in respect of the vacancies was considered by members of the General Purposes Committee at their meeting held on 24th September 2012. (**Appendix 1**).

4. RECOMMENDATIONS

The Portfolio Holder for Children's and Community Services approve recommendations of the General Purposes Committee in respect of the appointment of Local Authority representative governors to serve on school Governing Bodies. A schedule outlining recommendations of the General Purposes Committee is attached at **Appendix 1**.

5. APPENDICES AVAILABLE ON REQUEST, IN MEMBERS LIBRARY AND ON-LINE

Appendix with report.

6. BACKGROUND PAPERS

Recommendations from General Purpose Committee 24th September 2012.

7. CONTACT OFFICER

Ann Turner
Governor Support Officer
Child and Adult Services

Tel: (01429) 523766
Email: ann.turner@hartlepool.gov.uk

Child and Adult Services Department



VACANCIES LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

OCTOBER, 2012

Contact Officer: Ann Turner
01429 523766

VACANCIES FOR LOCAL AUTHORITY REPRESENTATIVES ON GOVERNING BODIES

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
Brougham Primary School Mr. S. Thomas Mrs. S. Marshall	1 Vacancy	No interest expressed	Deferred
Catcote School Mr. J. Bryant Mr. S. Wallace	1 Vacancy	No interest expressed	Deferred
Eldon Grove Primary School Mrs. P. Vaughan Mrs. J. Butterworth	1 Vacancy	No interest expressed	Deferred
Fens Primary School Mr. A. Preece Mrs. P. Heward	1 Vacancy	No interest expressed	Deferred
Golden Flatts Primary School Mr M. Turner Councillor C. Hill	1 Vacancy	No interest expressed	Deferred
Jesmond Gardens Primary School Mr. M. Ward Mrs. S Saint	2 Vacancies	Councillor Linda Shields	Councillor Linda Shields

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
Lynnfield Primary School Mr. J. Bryant Councillor C. Simmons Councillor C Richardson	1 Vacancy	No interest expressed	Deferred
Manor College of Technology	1 Vacancy	Mr. A. Preece	Deferred
Owton Manor Primary School Mrs J Thompson Mrs M Raine Councillor M James	1 Vacancy	No interest expressed	Deferred
Rift House Primary School Councillor S. Tempest Councillor M. James	1 Vacancy	No interest expressed	Deferred
Rossmere Primary School Mrs. M. Smith Councillor P. Thompson – appointment to be confirmed	1 Vacancy	No interest expressed	Deferred
Springwell School Mrs. L. Barraclough	1 Vacancy	No interest expressed	Deferred

SCHOOL INCLUDING LA GOVERNORS	VACANCIES	POSSIBLE INTEREST	RECOMMENDED FOR APPOINTMENTS
St Cuthberts RC Primary School	1 Vacancy	Councillor Kaylee Sirs	Deferred
West Park Primary School Councillor R. Wells Mrs. M. Boddy	1 Vacancy	Councillor Brenda Loynes	Councillor B Loynes

CHILDREN'S AND COMMUNITY SERVICES REPORT

6 November 2012



Report of: Director of Child and Adult Services

Subject: FOSTERING QUARTERLY REPORT 1st JULY to 30th SEPTEMBER 2012

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non key.

2. PURPOSE OF REPORT

2.1 To inform the Portfolio Holder of the activity and progress of the Fostering Service from 1st July – 30th September 2012.

3. BACKGROUND

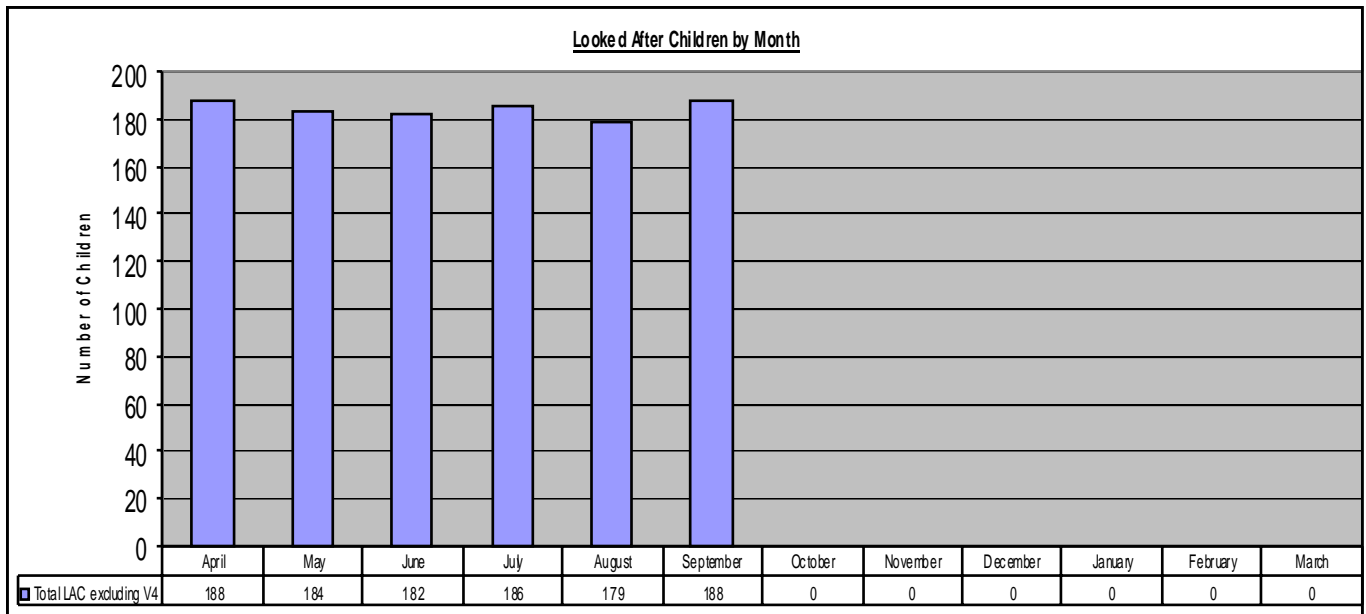
3.1 The Fostering Service is a regulated service and it is a requirement of the regulations, and good practice, to provide regular updates regarding the progress of the service in order that the executive side of the authority can be satisfied that the agency is effective and is achieving good outcomes for the children and young people in its care.

3.2 The Fostering National Minimum Standards (2011) Standard 25 details that the executive side of the local authority should 'receive written reports on the management, outcomes and financial state of the fostering service every 3 months.

4. STATISTICAL INFORMATION

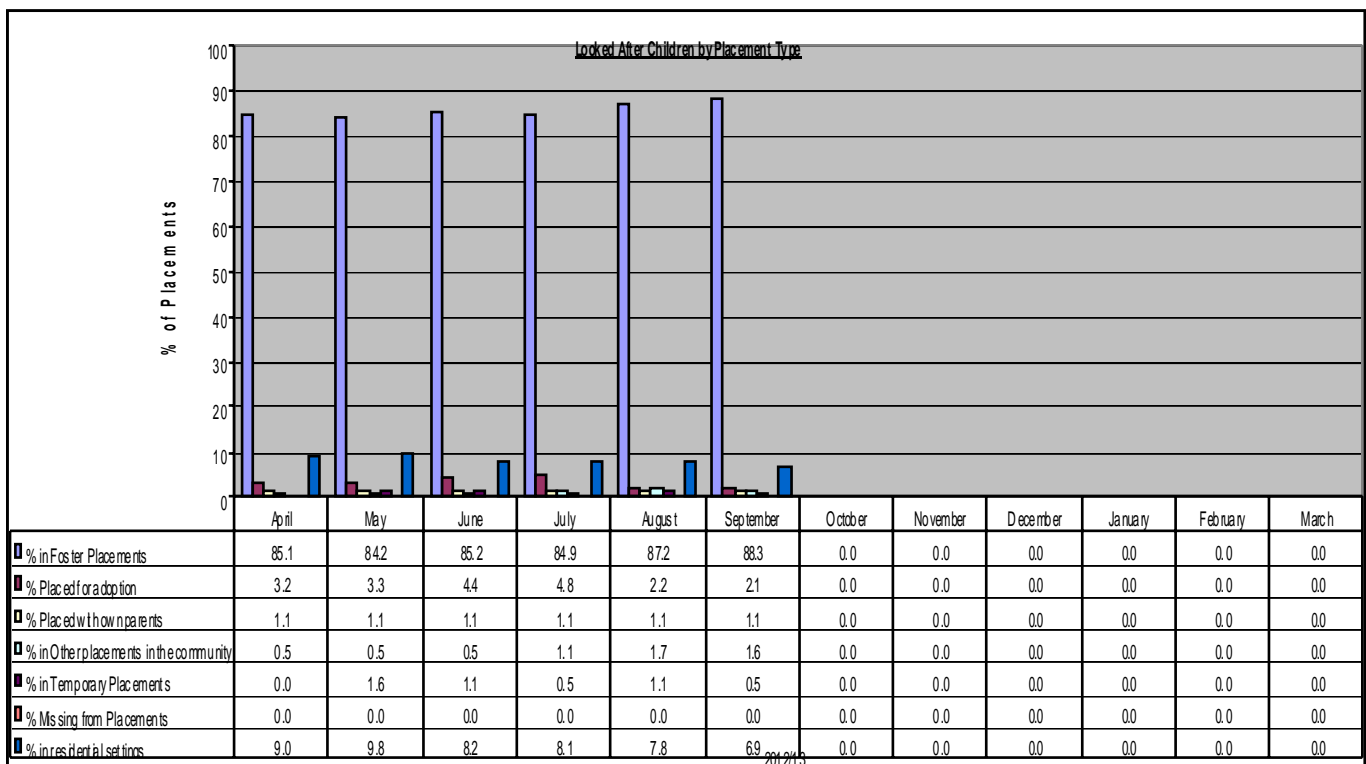
4.1 Looked After Children

The number of children looked after on 30th September 2012 was 188. The table below illustrates the fluctuations in numbers since 1st April 2012.



These statistics indicate a fluctuating number but an overall increase in the number of looked after children in this last quarter.

The table below illustrates the percentage of looked after children and young people in different types of placements. Obviously wherever possible Hartlepool seeks to place its children and young people within foster placements and at present we have 88% of our children and young people in foster placements compared with the national average of 74%.



4.1 Foster Carer statistics

At the beginning of the quarter the service had 94 foster carers and as of 30 September there were a total of 92 carers as 2 had resigned. One couple had been granted Special Guardianship Orders in respect of the children placed and a single carer who had been on hold for some considerable time made the decision to resign due to her circumstances.

Of the 92 fostering households currently approved there are 5 on hold for varying reasons such as ill health and bereavement. One of these fostering households was on hold to be re-assessed as mainstream but they have made the decision not to pursue this and their resignation will be presented to panel.

There are currently a number of potential carers (4) who are in the process of being assessed and these should be coming to panel over the next three months.

4.2 Foster Carer recruitment

In the three months July to September 2012 the service received 16 enquiries about fostering and sent out 10 information packs to households. The majority of initial contacts by potential foster carers are still made by telephone and a significant number of enquiries are made by people who have family or friends who are foster carers. The fostering workers undertook 12 initial home visits in this period.

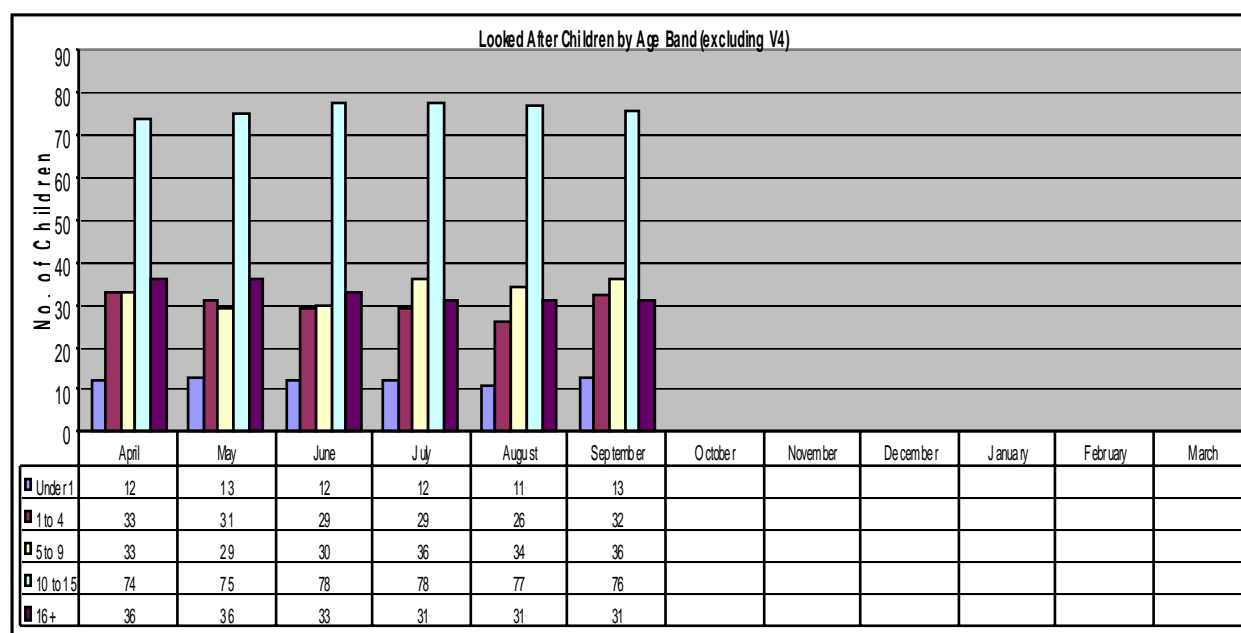
As stated a number of potential mainstream carers completed the preparation training in May 2012 and are being assessed (5 commenced on this process but one assessment is currently on hold at the request of the potential foster carer). There has also been a preparation training group running, due to conclude in October, which could potentially increase the number of fostering households by 9 if all the attendees continue with the assessment process.

Over and above this recent flurry of potential foster carers onto the preparation training there are also sufficient potential foster carers to enable the team to run a further group in the new year.

Alongside the assessment of potential mainstream foster carers the team has received 4 referrals for Connected Persons assessments (previously referred to as Kinship carers or Family and Friends carers). Two of these assessments did not proceed to approval at panel as one placement was deemed not suitable and in the other instance the carer felt unable to provide long term care. Two assessments are on-going with one going to panel in October for approval.

4.3 Placement Activity

The number of children and young people being referred to the service and the number of foster placements being made has slightly increased within this quarter. 72 children were placed in the year 2011-2012 and in the first quarter of this year a further 14 children and young people became looked after with 10 being placed with in-house foster carers. In this last quarter we have received 23 referrals for placements. 5 placements were subsequently not required and out of the 18 placements made, one young person was placed with a foster carer from an Independent agency, one was placed within a residential placement and one within the extended family. We have therefore managed to place 15 children and young people with our own carers. The referrals related to 12 children under the age of 11 and 10 children aged 11 and over. The placements arranged with our foster carers consisted of 10 children under 11 and 5 children aged 11 and over. This confirms the fact that we need to continue our drive to recruit foster carers for teenagers. The table below illustrates the age ratios of our looked after population.



In the current period there has been one placement disruption which resulted in an unplanned placement move. Fortunately the child concerned was moved to a placement with foster carers with whom he had a pre-existing positive relationship.

4.4 Edge of Care scheme

The proposed 'Edge of Care' scheme which is to include foster carers able to provide foster care and family support was referenced in the annual report 2011-2012 and this development continues to be progressed. The recruitment of foster carers specifically for this scheme (Support carers) has had some success following the use of bespoke adverts. There are a number of the carers on the current preparation training who have expressed an interest in

being Edge of Care Support carers. This service is being developed to support families in a variety of ways including the provision of very short term 'respite' arrangements in order to avoid family breakdown which could lead to longer term care. It is anticipated that the service will reduce the numbers of children and young people entering the care system.

4.5 Panel Activity

The Adoption and Fostering Panel has in the second quarter of the year considered and recommended the plan for long term fostering for 8 children and there were 5 matches taken to panel which involved 10 children achieving permanency in their foster placement. This included one placement for 4 siblings being matched long term.

4.6 Fostering Inspection 2012

Perhaps one of the most significant events which took place in this quarter was that the fostering service underwent an Ofsted Inspection carried out under the Care Standards Act 2000 on 3-5 July 2012.

The outcome of the inspection was that the overall effectiveness of the Hartlepool fostering service was judged to be good. The service was judged to be good in terms of 'Outcomes for children and young people', 'Safeguarding children and young people' and 'Leadership and management'. However the most gratifying result was the fact that the 'Quality of service' was judged to be outstanding.

The judgment of good indicates 'a service of high quality that exceeds minimum requirements' and the judgment of outstanding indicates 'a service of exceptional quality that significantly exceeds minimum requirements'.

The inspection report references the fact that the service has strong leadership and direction and an enthusiastic team of workers. It also praises the calibre of our foster carers and their commitment to providing a standard of care to the highest quality and the active participation of the young people in the operation of the service.

4.7 Budget

With regards the financial position of the service there are regular quarterly meetings held with officers from the finance department in order that any trends can be quickly identified and we can ensure that the budget projections are as accurate as possible. The manager receives regular monthly financial information on the team budgets and information on the weekly fostering payments which allows for close monitoring and review of the financial situation.

	Latest full Year Budget	Profiled Budget to current period	Expenditure/ (Income) Actual	Expenditure/ (Income) Commitments	Total	Variance to current period
Fostering Allowances	1,186,088	593,046	680,430.95	0.00	680,430.95	87,385
Fostering Recharge	(26,923)	(13,462)	(50,458.19)	0.00	(50,458.19)	(36,996)
Expenditure – Pay	477,239	238,626	237,007.12	00.0	237,007.12	(1,619)
Expenditure – Non Pay	21,918	11,796	9,449.77	0.00	9,449.77	(2,346)
Fostering Support	30,077	16,116	16,117.11	4,556.07	20,673.18	4,557

At present the increasing numbers of looked after children has resulted in the overspend on the projected budget for this period on looked after allowances. Also it should be noted that the profile of the children and young people in care can significantly affect the budget as the financial cost of supporting placements for teenagers is obviously greater than for placements for younger children and babies. As can be seen earlier in the report we have a greater number of teenagers in care. In considering the figures for the in house looked after allowances it should also be noted that the costs of independent foster placements can be considerably greater than our in-house costs.

With regards the budget for Fostering support this is generally within budget. Although the budget information indicates that we have commitments for advertising which take us over our profiled budget for this period this is because we plan our advertising activity in advance and in some instances where appropriate set up orders for the year.

With regards the staffing costs these are within budget and the intention is to utilize the small underspend (from such as maternity leave) to engage a worker specifically to undertake 2 Form F assessments as part of our continuing efforts to acquire more in-house foster carers.

The systems in place allow close monitoring and review of the financial state of the service and would enable the early identification of any financial 'threats' that needed to be addressed.

4.8 Challenges

4.8.1 There were two recommendations made by the Ofsted inspection team. It was recommended that the registered person should:

- Ensure that the number and experience of persons on the central list are sufficient to enable the panel to reflect the nature of the children and carers the service caters for

- Ensure training is made available to foster carers, including hard to reach foster carers, to assist them in meeting the specific needs, including specialist provision as required.

We are currently addressing these issues through the planned induction of a previously looked after young person onto the panel membership and through the electronic dissemination of information regarding training courses available and through the process of reviewing our current training provision.

- 4.8.2 We are extremely pleased to have achieved a good inspection result but the challenge will be to ensure that we maintain the high standards in the service we provide and build on them to further improve the service for our looked after children and young people.
- 4.8.3 The fostering service continues to provide a high percentage of in house placements for the looked after children of Hartlepool. This has great advantages for the children and young people as they are enabled to maintain their links within the community and to continue in the same schools and continue their engagement with community activities. The continuing challenge will be the capacity of the team to complete the assessments of new carers while maintaining the high level of support and supervision to all our carers.

5. RECOMMENDATIONS

- 5.1 That the Portfolio Holder notes the Quarterly report and the positive outcomes achieved by the Fostering services over the last quarter year and supports our commitment to achieving further improvements.

6. REASONS FOR RECOMMENDATIONS

- 6.1 Portfolio holder has an important role in scrutinising the activities of the fostering services to ensure performance in this area is robust.

7. APPENDICES AVAILABLE ON REQUEST, IN THE MEMBERS LIBRARY AND ON-LINE

- 7.1 None.

8. BACKGROUND PAPERS

- 8.1 Fostering National Minimum Standards Services 2011
Fostering Regulations 2011

9. CONTACT OFFICER

Jacky Yeaman-Vass
Team Manager
Fostering and Adoption team

Tel: (01429) 405579

Email: Jacky.Yeaman@hartlepool.gov.uk

CHILDREN'S AND COMMUNITY SERVICES REPORT

6 November 2012



Report of: Director of Child and Adult Services

Subject: PROVISION FOR PUPILS WITH MODERATE LEARNING DIFFICULTIES (MLD) AT KEY STAGE 2 (APPROVAL TO CONSULT)

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key.

2. PURPOSE OF REPORT

- 2.1 Review the provision for pupils with moderate learning difficulties in the age range 7 – 11 years.
- 2.2 Consider a proposal to discontinue the additionally resourced facility providing for up to 12 pupils with Special Educational Needs relating to moderate learning difficulties at Grange Primary School.

3. BACKGROUND

- 3.1 In 1996 when Hartlepool Unitary Authority came into being, the town inherited a number of special facilities providing support for pupils with a range of Special Educational Needs. This provision was not specifically planned around the needs of Hartlepool pupils, merely reflecting the geographic location of provision which was in place for pupils from across Cleveland. The provision in Hartlepool included support bases at Golden Flatts, Owton Manor and Grange Primary Schools for pupils with moderate learning difficulties.
- 3.2 In 1998 the then Education Committee adopted a vision and aim for inclusive education in Hartlepool. The mission statement for inclusive education is as follows:

"Hartlepool Council believes that all children should have an equal opportunity to have access to a broad and balanced curriculum and to be included in all activities at school that are open to pupils of their age group."

The Council aims to secure this equal opportunity for every child by promoting and supporting the development of an inclusive education within mainstream schools and by ensuring that ultimately every child is able to access a mainstream school and receive appropriate support in respect of any special educational needs they may have. This is a long term aim which will be worked towards over a number of years. The needs of individual children will remain paramount and Hartlepool Special Schools will form part of the provision both in relation to individual children and in a supporting role to mainstream schools."

- 3.3 Since then a regularly reviewed strategy and action plan for Special Educational Needs and Disabilities has been in place. This has supported the development of inclusive education across the town. There have been significant changes in the ways that mainstream schools have been able to meet a wide range of Special Educational Needs.
- 3.4 The Special Schools in Hartlepool (Catcote and Springwell) work in close partnership with mainstream schools and can offer outreach support where appropriate, as well as offering dual placement with mainstream schools where pupils may benefit from spending time on a temporary or short term basis in the Special School. Specific new provision has been developed in response to need including provision in mainstream schools for children with autistic spectrum disorders (at Kingsley Primary School and Manor College) and provision for pupils with physical and medical difficulties (at Grange Primary School and High Tunstall College of Science). Fewer children now have to travel outside Hartlepool to have their needs met or to transfer to full time special education either in Hartlepool or elsewhere.

4. MODERATE LEARNING DIFFICULTIES

- 4.1 Moderate Learning Difficulties (MLD) is a term which is used to cover a wide range of difficulties which pupils may experience who have difficulty in keeping up with the pace of learning in the classroom but who generally do not have a clear, identified diagnosis of a particular disability or special educational need. It has become an increasingly outdated term. More precise diagnosis of learning difficulties is possible, ensuring that pupils receive more targeted support, appropriate to the nature of their needs.
- 4.2 At one time, many pupils who were identified as having moderate learning difficulties were sent to separate, segregated provision. Over the years mainstream schools have developed their capacity to meet a range of special needs, as part of the towns vision for inclusion, and fewer pupils have needed to transfer to alternative provision. With modifications to the curriculum and, where appropriate, with additional small group or individual support, they are able to make progress alongside the majority of children in mainstream classes.
- 4.3 It is also relevant that a significant number of children who might previously have been described as having moderate learning difficulties would now be

recognised as having other specific disorders, e.g. problems such as dyslexia or dyspraxia or difficulties with language comprehension and/or expression. With this better assessment, more appropriate, targeted help can be given to these pupils to allow them to progress in school and remain in either their local mainstream provision or where appropriate to receive outreach support or to attend specialist provision such as the additionally resourced facilities for pupils with speech and language difficulties at Owton Manor Primary School.

- 4.4 Increasingly, the support bases at Key Stage 2 (age range 7 years to 11 years) for pupils with moderate learning difficulties have become out of step with the town's programme for inclusion. A Key Stage 1 (age range 5 years – 7 years) support base at Jesmond Road Primary School was closed in summer 2008. There was no longer any need for the provision as no children had required places in the base since September 2006. Historically, a number of children from this base had moved at age 7 to the Key Stage 2 bases for pupils with moderate learning difficulties. The two moderate learning bases at Golden Flatts and Owton Manor Primary Schools both closed in summer 2011.

5. REASONS FOR CONSIDERING CHANGE

- 5.1 The need to continue to maintain the support bases at Key Stage 2 for pupils with MLD was discussed during 2008 against the background of the consultation around the Schools Transformation Programme. Members of the Local Authority Special Educational Needs Team were already noting a downward trend in admissions to the support bases as a result of inclusive practice in mainstream schools and the availability of more appropriate, specialist provision for pupils with more specifically identified needs. Whilst the support bases were able to offer pupils small group and individualised teaching they had the major disadvantage that pupils had to move from their local primary school. This created difficulties in home school liaison. For many parents the distance involved in going to the new school deterred regular contact, with children being transported by minibus or taxi, reducing the opportunity for staff to make informal contact with parents "at the school gate". Such changes in school also separated pupils from their local, neighbourhood friends. When the pupils reached secondary school age there were no equivalent secondary school support bases for them to transfer to and pupils either went into mainstream secondary school or, if considered appropriate, to Catcote Special School. The choice of mainstream secondary school could be problematic. The pupils did not have an automatic right to access the secondary school nearest the support base if they did not live within the admission zone. Thus they became separated from the children in the support base primary school most of whom would be going to the local secondary provision. Previously some children had multiple changes of school, going from a mainstream primary to the Key Stage 1 support base at Jesmond Road, then to a Key Stage 2 support base elsewhere and finally to Secondary School.

- 5.2 The number of schools referring pupils for places at the support bases was falling as was the overall number of pupils being referred (see table below). In November 2009 consultation about the development of the resource bases was undertaken with Primary School Head Teachers in the town. They confirmed that they would prefer to develop more inclusive provision in mainstream schools, using funding that would be released from the support bases to support individual pupils in the mainstream schools.

November 2009 - Pupil numbers in KS2 bases for pupils with MLD

Base	Y3	Y4	Y5	Y6	Total
Golden Flatts	-	-	1	6	7
Owton Manor	2	2	3	3	10
Grange	1	4	5	1	11
Total	3	6	9	10	28

- 5.3 By the end of the 2009/2010 school year, when the Year 6 pupils at Golden Flatts and Owton Manor moved to secondary school, it had also been possible to identify alternative, more suitable provision for the very small number of younger pupils who would have remained in the bases. The bases therefore closed in summer 2011 following public consultation. The Moderate Learning Base (MLD) at Grange primary is therefore the only remaining MLD base.

- 5.4 Reasons for considering change are as follows:

- There are no pupils currently attending the Key Stage 2 support bases at Grange Primary School.
- There is no waiting list for placement in such provision.
- The Key Stage 2 support base model transfers children out of their neighbourhood Primary School and may create problems around transfer to Secondary School.
- Mainstream schools have, over the years increased their capacity to meet the needs of a range of pupils with special educational needs.
- Springwell Special School is able to provide outreach support to those pupils who need more specialist support.

- Primary School Head Teachers across the town have indicated a preference for funding to be released to help them meet the needs of individual pupils in their own schools.

6. OPTIONS FOR FUTURE PROVISION

Option 1

Option 1 would be to continue with present arrangement. This would mean that technically the support base, for pupils with moderate learning difficulties within the age range 7 years to 11 years will remain within the structure of Grange Primary School. The base has no pupils at present nor is there any pressure for such places.

Option 2

This would be formally to close the Key Stage 2 support base for pupils with moderate learning difficulties at Grange Primary School. This would allow the funding to be reallocated to the Local Authority's individual pupil budget, managed by the Local Authority Special Educational Needs Team. The money is then allocated on the basis of individual pupil need to mainstream primary schools across the town.

7. FINANCIAL CONSIDERATIONS

Option 1 means that technically funding for the support bases will only be withdrawn from the budget of Grange Primary School by consent to be reused to support individual pupils elsewhere. The formal structure and thus the formal redirection of the funding has not changed. Option 2 would provide much better security in terms of financial planning and would ensure that the funding would be released to support individual pupils with special educational needs in the most inclusive way appropriate.

There are no additional financial implications for the Local Authority as the funding is all from the dedicated school grant.

8. EQUALITY AND DIVERSITY CONSIDERATIONS

Formal closure of the support bases supports the inclusion of pupils with moderate learning difficulties in their local schools. By diverting the funding to the Local Authority individual pupil budget for Special Educational Needs the money will be retained to support vulnerable pupils.

9. CONCLUSION

- 9.1 Having considered the options it is clear that the proposal to discontinue the additionally resourced facilities at Key Stage 2 for pupils with moderate learning difficulties at Grange Primary School should be progressed.
- 9.2 Where a Local Authority changes Special Educational Provision the Department for Education expects that an "Improvement Test" should be met. In the case of discontinuing this provision it can be shown that:
- There is no longer any demand for the provision, there are no pupils in the support base nor is there a waiting list;
 - Support is available within mainstream schools to promote the inclusion of pupils with moderate learning difficulties successfully;
 - Funding will be retained for pupils with Special Educational Needs but can be released to support tailored packages rather than supporting the resource bases.
- 9.3 The proposals to formally discontinue the additional resourced support base at the school would be statutory proposals and require a period of consultation with relevant stakeholders/parents, staff and governors at Grange Primary School, Head teachers across the town and neighbouring local authorities.
- 9.4 The consultation process would take place over a four week period, following which a report on the proposal and the outcomes of the consultation would go to the Portfolio Holder for Children's Services for a decision on whether to advance the proposal and go through the statutory requirement to publish public notices.

10. RECOMMENDATIONS

It is recommended that the Portfolio Holder accept the proposal to discontinue the additionally resource support base at Grange Primary School for children in the age range 7-11 years with moderate learning difficulties and authorise the Director of Child and Adult Services to carry out the appropriate consultation, following which the Director will provide a report to Portfolio Holder on the outcome of the consultation.

11. CONTACT OFFICER

Zoe Westley
Head of Social and Education Inclusion
Child and Adult Services

Tel: (01429) 287349
Email: zoe.westley@hartlepool.gov.uk

CHILDREN'S AND COMMUNITY SERVICES REPORT

6 November 2012



Report of: Director of Child and Adult Services

Subject: SPECIAL EDUCATIONAL NEEDS (SEN)
PATHFINDER PROGRAMME

1. TYPE OF DECISION/APPLICABLE CATEGORY

Non Key.

2. PURPOSE OF REPORT

2.1 To update the Portfolio Holder on the progress of the SEN Pathfinder in Hartlepool.

3. BACKGROUND

3.1 The Government's green paper, support and aspiration: A new approach to special educational needs, made wide ranging proposals to respond to the frustrations of children and young people, their families and professionals who work with them. It therefore aims to:

- Better support life outcomes for children and young people;
- Give parents confidence by giving them more control;
- Transfer power to professionals on the front line and to local communities.

The aim of the pathfinder programme is to:

- Help design a better, more transparent, less adversarial, system in which all agencies are fully engaged in the assessment and development of the child or young person's single plan and are committed to delivering the plan, including through the use of personal budgets.
- Develop an approach built on what is already working, which is robust and can be applied to different local arrangements.
- Test the extent to which arrangements work for disabled children and young people as well as those with SEN, who require support, across a wide range of circumstances.

- To give parents and carers better choice and more control.
- 3.2 At a meeting held on 7th November 2011, Cabinet agreed to participate in the Pathfinder Programme and requested to be kept informed of progress.
- 3.3 Hartlepool was successful in its joint bid to the DfE and became a SEN Pathfinder in September 2012. A project Plan was developed and agreed with the DfE based on the following 4 areas:
1. A co-ordinated assessment and a single education, health and care plan.
 2. A personal budget.
 3. Support for children and their families
 4. Looked After children with a statement for SEN

4. RISK IMPLICATIONS

- 4.1 As a part of the Pathfinder Hartlepool and Darlington will have the opportunity to:
- Develop and test a new assessment process and a joined-up single education, health and care plan from birth to 25 years old, focusing on whether outcomes for disabled children and young people and those with SEN and their parents can be improved.
 - Participate in a national evaluated pathfinder which will contribute to changes in the SEN framework;
 - Test the use of personal budgets in children's services so that parents can choose which services best suit the needs of their children;
 - Test the impact of NHS changes on commissioning for children's services.
 - Develop strong partnership working between all local services and agencies to help disabled children and those with SEN.
- 4.2 The main risk is that the approaches used to test the above may not be successful. It is the task of the evaluation team, appointed by Department for Education (DfE), to identify this and use the evidence to inform future legislation and good practice guidance.

5. LEGAL AND FINANCIAL CONSIDERATIONS

- 5.1 All Pathfinders must act within the current legislative framework for SEN, however an amendment has been made to the Education Bill which allows Pathfinders to test direct payments for education. Advice and support for this is available through Mott Mc Donald who have been appointed by the DfE to support all the Pathfinders.
- 5.2 The Pathfinder attracts an income of up to £150,000 annually (pro rata) for 18 months starting part way through 2011-12, with a possibility of extending for a further two years (2013-14 and 2014-15).

6. RECOMMENDATIONS

It is recommended that Portfolio Holder notes the progress made against the following Key Milestones for the programme:

Key Milestones

Milestone	Target Date	Progress
Establish four Task and Finish groups to undertake each pathfinder testing area.	28 th November 2011	Completed
Establish a communication and governance plan for the period of the pathfinder project, which builds on the outline of the bid.	1 st December 2011	Completed
<p>Develop a multi-agency assessment leading to a single plan for the following:</p> <ul style="list-style-type: none"> • All looked after children who currently have a statement of SEN or would undergo statutory assessment; • All new requests for statutory assessments for children under the age of 7; & • Year 9-11 who currently have a statement of SEN for ASD or would undergo statutory assessment. <p>This will be staged for the key groups above as follows:</p> <ul style="list-style-type: none"> • 3 Looked after Children with SEN • 20 Looked after Children with SEN • 3 new requests for statutory assessment for children under the age of 7. • 5 new requests for statutory assessment for children under the age of 7 • 3 year 9 pupils with a statement for ASD • 5 year 9 pupils with a statement for ASD <p>Establish and test how the community and voluntary sector can support this model.</p>	<p>April 2013</p> <p>April 2013</p> <p>April 2013</p> <p>March 2012</p> <p>March 2013</p> <p>March 2012</p> <p>March 2013</p> <p>March 2012</p> <p>March 2013</p> <p>March 2013</p>	<p>On track</p> <p>On track</p> <p>On track</p> <p>3 completed</p> <p>8 planned</p> <p>3 completed</p> <p>2 planned</p> <p>3 completed</p> <p>2 planned</p> <p>On track</p>
Establish model and trial personal budgets with 15 children and young people using a single plan.	September 2012	3 personal budgets in place; 6 in development

<p>We will identify local areas for development & associated milestones. They will include:</p> <ul style="list-style-type: none"> • Establish what the local offer would look like across each local authority, and across 6 pilot schools. • Establish role of the key worker in supporting parents and young people through the assessment process • Explore how we might improve and/or simplify the complaints process to help parents seek redress across all areas of the new plan 	<p><i>September 2012</i></p> <p><i>April 2012</i></p> <p><i>September 2012</i></p>	<p><i>On track to be completed by Mar 2013</i></p> <p><i>Report completed</i></p> <p><i>N/A – DfE are dealing with this, need to await legislation</i></p>
<p>Develop effective practice, based on shared understanding across social care, education and health by exploring;</p> <ol style="list-style-type: none"> 1) establish how the single plan can become an integral component to the care and planning arrangements for a looked after child and care leaver in order to: <ul style="list-style-type: none"> • improve early identification of SEN; • provide a more integrated support package which takes account of the placement decisions for looked after children. 2) identify how support services for looked after children and care leavers can be developed and delivered in a more integrated way; 3) develop close working partnerships between education, health and social care at a strategic and case level; 4) establish process for identifying SEN for looked after children who are educated in a different local authority area to the local authority which looks after them, and how a single plan can become an integral part of their care plan to improve outcomes; 5) develop appropriate support for carers of looked after children; and establish how personal budgets would work in relation to looked after children 	<p><i>September 2012</i></p> <p><i>March 2013</i></p> <p><i>September 2012</i></p> <p><i>March 2013</i></p> <p><i>September 2012</i></p>	<p><i>Completed for 3 identified children</i></p> <p><i>On Track</i></p> <p><i>Completed</i></p> <p><i>On track</i></p> <p><i>On track</i></p>

7. REASONS FOR RECOMMENDATIONS

The Key milestones were based upon the areas identified in the joint bid between the two local authorities. They were to ensure that the areas identified by the DfE were tested as well as linking into priority areas for each LA.

8. BACKGROUND PAPERS

In May 2012 the government published its response to the public consultation entitled Support & Aspiration for Children & Young People: Progress and next steps which gave an even greater focus to the involvement of parents and children in decision making at all levels and made clear the government's intention to make changes to the law in 2014. In addition to this the Pathfinder areas are being evaluated by SQW who have now published 2 quarterly reports on the progress of all 20 Pathfinder areas.

9. CONTACT OFFICER

Zoe Westley
Head of Social and Education Inclusion
Child and Adult Services

Tel: (01429) 287349
Email: zoe.westley@hartlepool.gov.uk